

# (Re)connecting with the 6 Rs

## A Workshop Series on Ethical

### Native-Engaged Research

Respect, Relationality, Responsibility,  
Representation, Relevance, and  
Reciprocity

March 6, 2026

Session 2: Representation



Artist: Paula TopSky Houtz Shoshone-Bannock/Chippewa Cree

# Land Acknowledgement

Acknowledging Native lands is an important way to honor and respect Indigenous peoples and their traditional territories. The land on which Idaho State University Pocatello campus sits is within the original Fort Hall Reservation boundaries and is the traditional and ancestral home of the Shoshone and Bannock peoples. We acknowledge the Fort Hall Shoshone and Bannock peoples, their elders past and present, their future generations, and all Indigenous peoples, including those upon whose land the University is located. We offer gratitude for the land itself and the original caretakers of it.

As a public research university, it is our ongoing commitment and responsibility to teach accurate histories of the regional Indigenous people and of our institutional relationship with them. It is our commitment to the Shoshone-Bannock Tribes and to ISU's citizens that we will collaborate on future educational discourse and activities in our communities.



# Workshop Series Year 2

Past workshop  
**Responsibility**

Keynote:  
Dr. Salena Beaumont Hill

Friday, March 6: ***Representation***

9am MT	Welcome and Introductions Self-reflection
9:30 am	Keynote: Dr. Laticia Herkshan (Shoshone-Bannock) Tahgee Elementary Academy
	Break out group discussion Full group discussion
11:15am -12:15pm	Concurrent Panels Panel A: Representation through Institutionalization Panel B: Representation through capacity sharing
12:15pm- 12:45pm	Break out discussion Full group discussion
12:45pm	Closing (and door prizes!)

Friday, April 3:  
***Reciprocity***

Keynote:  
Dr. Renalda Tsosie,  
Assistant Professor,  
New Mexico Tech

In-person in Boise, Idaho

9am -5pm MT  
● Afternoon field trips

Year 3: *Relevance*, Repair, Reflecting

# Pre-Survey

Please help us assess workshop effectiveness by taking our anonymous pre-survey.

Use the QR code or the link in chat.



# Year 2, Day 2: Representation

## Today's Workshop Outcomes



- Define the 6 Rs concept of 'Representation' of Native Peoples and Nations.
- Describe how meaningful representation, misrepresentation, and lack of representation impact collaborative projects.
- Describe the connections of representation to respect, relationality, and responsibility.
- Identify two ways you can apply the 6 Rs concept of 'Representation' to improve your own research, practice, institution and/or discipline.

# Planning Committee



Shanny Spang Gion,  
UI



Sonia  
Martinez,  
ISU



Shawna  
Campbell-Daniels,  
CDA



Sophia  
Borgias, BSU



Georgia  
Hart-Fredeluces,  
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Sacha Johnson,  
UI



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Shepherd, ISU



Dalyna Hannah, Malynndra  
Tome, UI



Rachel Havok,  
ISU



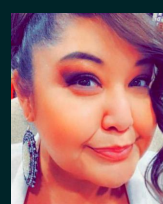
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Jessica James,  
SBT



Julia Alcala,  
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Bailey Dann,  
SBT



Nolan Brown,  
SBT

# Idaho EPSCOR I-CREWS Welcome

## **Andrew Kliskey**

President's Professor of Forestry, Rangeland and Fire Sciences in the College of Natural Resources, University of Idaho

Principal Investigator, Idaho Community-engaged Resilience for Energy-Water Systems Award (I-CREWS)

<https://idahocrewws.org/>



Funding for this project is provided by NSF EPSCoR under [Award Number 2242769](#).



# Introduction to the Workshop Series

## The 6 Rs



- Respect
- Relationality
- Responsibility
- **Representation** (focus for today)
- Reciprocity
- Relevance

Kirkness & Barnhardt (1991)

Tsosie et al. (2022)

# Opening Emotional Check In

How are you feeling  
about this workshop  
series?

Go to [menti.com](https://menti.com) and enter the code

7222 6962

OR

use the QR code



# Individual Reflection Questions

1. *What is representation?*
2. *How are you practicing representation of Indigenous Peoples in your current work?*
3. *What are your fears related to representation?*



# Keynote Speaker

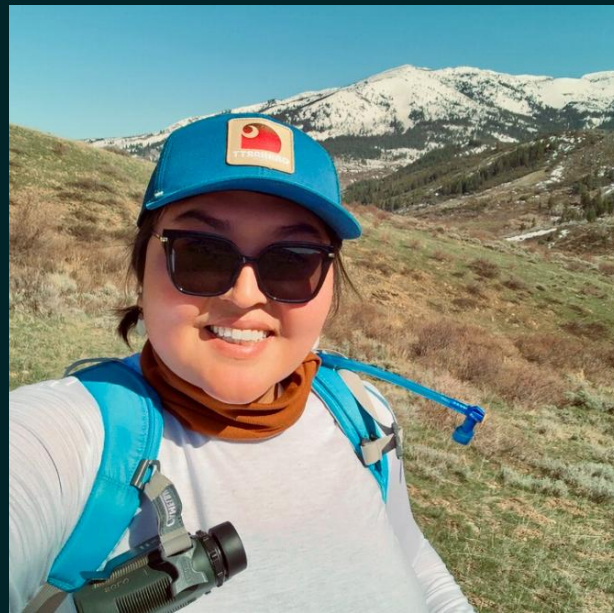
*“Beyond Inclusion: Ethical and Meaningful Indigenous Representation in Research”*

**Laticia Herkshan, Ph.D.**

Shoshone-Bannock Tribes

Descendant of the Modoc, Tohono O'odham, and Eastern Shoshone Tribes

Shoshoni Language and Culture Program Coordinator  
Chief Tahgee Elementary Academy



## Small Group Breakout Session (20 minutes)

1. *How has your thinking about representation changed after listening to the keynote?*
2. *What are two ways you could improve your practices related to representation?*
3. *How might you bring what you have learned here into collaborative efforts with others?*



# Large Group Share out



# Question and answer/closing remarks with Dr. Herkshan



## *Break*



We will be back  
at:  
11:15am  
Mountain Time

# Concurrent Panels

**Panel A:** Representation through Institutionalization: Highlighting the Cultivating Indigenous Research Communities for Leadership in Education and STEM (CIRCLES) program at University of Idaho

**Moderator:** Karla Eitel, Professor of Place-Based Environmental Education. CIRCLES PI.  
Alie Minium, CIRCLES scholar  
Ezra Whitman, CIRCLES scholar  
Crissy Oliver, CIRCLES Program Manager

**Panel B:** Representation through Capacity-Sharing: Common-unity within the Tribe-University Research Nexus

**Moderator:** Alonzo Coby, Shoshone-Bannock Tribes  
Vanessa Anthony-Stevens, Associate Professor of Social and Cultural Studies. University of Idaho.  
Laura Laumatia, Environmental Programs Office, Program Manager. Coeur d'Alene Tribe.  
Laticia Herkshan, Shoshoni Language and Culture Program Coordinator. Chief Tahgee Elementary Academy.  
Shawna Campbell-Daniels, Research & Outreach Coordinator. Coeur d'Alene Tribe.

## Small Group Breakout Session (15 minutes)

As a group, discuss and come up with an answer to the following question:

***What is one main takeaway from the panels today? Why did this takeaway resonate with your group?***

*Please prepare to share this takeaway, which may be one from each panel or one collective takeaway.*



# Large Group Share out



## Closing Emotional Check In

How are you feeling  
about today's  
workshop?

Go to [menti.com](https://menti.com) and enter the  
code 7222 6962  
OR  
use the QR code





# 6 P'S: ORIENTATIONS TO RESHAPE HOW WE THINK ABOUT RESEARCH

Leilani Sabzalian

*"Indigenous Peoples are nations, not minorities." (Wilkins & Stark, 2018)*

BRAND

## Place

You are always on Indigenous lands, which includes accompanying responsibilities and actions.

- Acknowledge Indigenous peoples and homelands of the places where you work.
- Include federally recognized tribal nations, traditional homelands, and urban Indigenous communities.
- Move beyond acknowledgments to anchor research around issues that affect local Indigenous peoples, lands, and nations.
- Seek out Native place names when possible.

## Presence

Indigenous people are still here.

- Over 6 million people identify as American Indian/Alaskan Native (AI/AN), and there are over 570 federally recognized AI/AN nations in the United States.
- Focus on contemporary Indigenous communities, and current events to affirm Indigenous students, challenge erasure and stereotypes, and highlight the strengths and struggles of Indigenous peoples today.

## Perspective

Researchers can learn from Indigenous peoples and their relationship to the land.

- Research often "faces West" (e.g., expansion, exploration); instead, consider how "facing East" (e.g., invasion, encroachment) (Richter, 2001) might reorient the research partnership.
- Include Indigenous perspectives to move the research beyond researching about to researching with toward community-engaged research.

## Political Nationhood

Native nations, including the five federally recognized tribal nations in Idaho, are sovereign and have a political relationship with the state of Idaho.

- Indigenous peoples have inherent sovereignty, and while protected by civil rights, Indigenous peoples also have prior treaty rights.
- Emphasize tribal sovereignty and the political status, rights, and issues that impact tribal nations as part of civics education.
- Learn about treaties as part of our democratic civic responsibility.
- Consider ways that research policy & practice can support issues that local Native nations face today.

## Power

Challenge power dynamics, recognize Indigenous knowledge and agency and avoid framing Native people as damaged or victims of oppression.

- Challenge power dynamics within research.
- Challenge the ways racism and colonialism surface in research protocols
- Emphasize Indigenous power and agency to interrupt narratives that Native peoples are "damaged" or victims of oppression (Tuck, 2009, Vizenor, 1999).

## Partnerships

Cultivating and sustaining meaningful partnerships with Indigenous people's organizations and nations.

- Federal and state governments recognize government-to-government relationships with tribal nations and engage in tribal consultation.
- Move beyond token partnerships to sharing power and cultivating partnerships that are meaningful and purposeful.
- Work to develop long-term relationships with local Native programs, organizations, or nations that are mutually beneficial (i.e. respectful and reciprocal).
- Effective collaboration may include Co-PI's, authorship, grantee, sub-awardee, and so on

# Closing-Door Prizes! Prize 1



Thank you to our door-prize sponsors.  
From Idaho State University: ISU Alumni Association, the ISU Department of Anthropology and Languages, ISU I-CREWS, and the University of Idaho: EPSCoR Office.

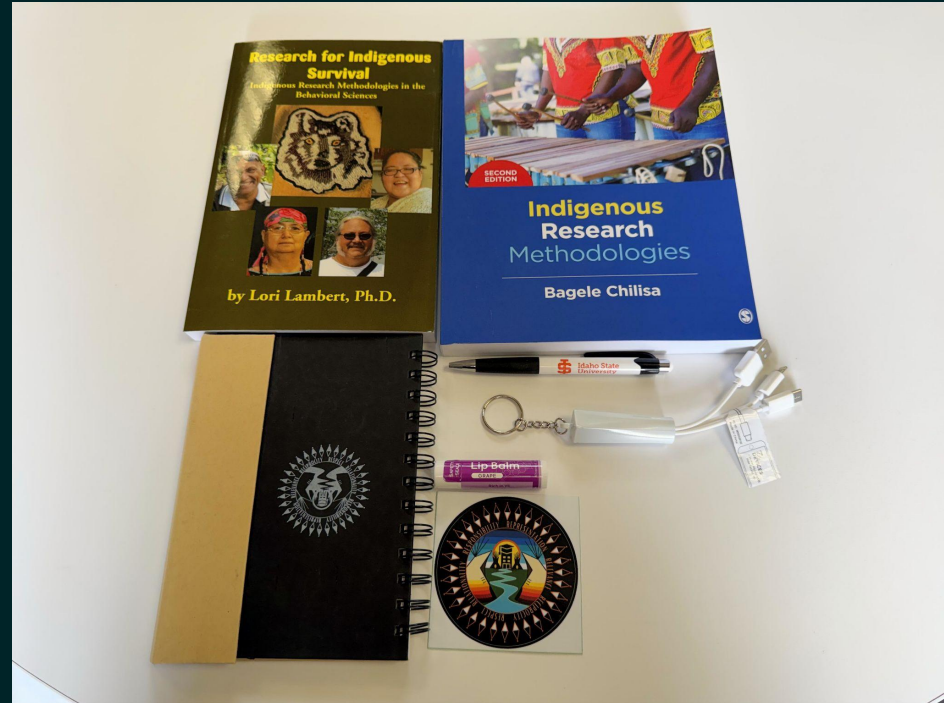
# Closing-Door Prizes! Prize 2



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From Idaho State University: ISU Alumni Association, the ISU Department of Anthropology and Languages, and ISU I-CREWS, the University of Idaho: EPSCoR Office.

# Closing-Door Prizes! Prize 3

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Anthropology and Languages, and ISU  
I-CREWS, and the University of Idaho:  
EPSCoR Office.



## Homework!

### Journaling:

*How can I work both within myself and with others to help achieve more meaningful and ethical representation of Indigenous Peoples in my practice?*

# Thank you!

Next Workshops:

## Reciprocity

April 3, 2026 in person!

Idaho State Museum in Boise

Plenary: Antoinette Cavanaugh, M.A.  
(Shoshone-Paiute)

Keynote: Ranalda Tsosie, Ph. D. (Diné)  
Assistant Professor, Earth &  
Environmental Science, New Mexico Tech

2027:

- Relevance
- Repair/reflexivity
- Reflecting on  
the Workshop series



Register for  
another workshop:

# Works Cited

- Kirkness, V. J., & Barnhardt, R. (1991). First Nations and higher education: The four R's—Respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*. 1-15.
- Tsosie, R. L., Grant, A. D., Harrington, J., Wu, K., Thomas, A., Chase, S., Barnett D., Hill, S. B., Bellcourt, A., Brown, B., and Plenty Sweetgrass-She Kills, R. (2022). The 6 Rs of Indigenous Research. *Journal of American Indian Higher Education* 33(4).  
<https://tribalcollegejournal.org/the-six-rs-of-indigenous-research/>